

Supplemental Digital Table 1

Questionnaire Used in the Survey

Question	School Response
What are the goals of your CBE Program?	
Describe your CBE rotation. Please include <ul style="list-style-type: none"> - How long is the rotation? - Where is it located? - Who provides supervision? 	
What are the primary activities of the CBE rotation?	
What challenges does your CBE program face?	
What is your current focus in terms of establishing or strengthening CBE?	
What are the components of your evaluation of CBE? Include efforts to evaluate students, faculty, the health facility, community, etc.	

What are the major outcomes of the evaluations (if any) performed up to now (give only a brief highlight of what was evaluated and what were the findings)?	
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Supplemental Digital Table 2

Components of CBE Programs in Participating MEPI Schools, 2013

Model	School	Description	Location	Supervision
Single placement during entire academic program	Addis Ababa University, Ethiopia	Final-year students have a 6-week placement at a district health center and peripheral health institutions and work with catchment population. Students conduct community diagnosis, community interventions (on environmental health, health facilities supervision, as well as clinical activities at health centre, school health, research activities, as well as evening presentations and discussion of daily activities).	Rural (160km from capital)	Medical school faculty
	Hawassa University, Ethiopia	Final-year students have an 8-week placement at a district health center and peripheral health institutions and work with catchment population. Students conduct community diagnosis, community interventions (on environmental health, health facilities supervision, as well as clinical activities at health centre, school health, research activities, as well as evening presentations and discussion of daily activities).	Rural	Medical school faculty
	Kampala International University, Uganda	1st-year students have a 6-week placement in the community with a focus on community diagnosis. 4th-year students have a 4-week placement at district hospitals and health centers where they focus on health service management. 5th-year students do research in the community (based on their findings in community diagnosis) and a 4-week community clerkship.	Rural (farthest is 110 km from campus)	District medical officers and medical school faculty
	Mbarara University of Science Technology (MUST), Uganda	4th-year medical students, 3rd-year nursing and medical laboratory science students, and 2nd-year pharmacy students have a 5-week placement at primary health centers. Students are involved in health facility-based activities (health education, assessment, and management of patients; participating in specialty clinics, ward rounds, antenatal, delivery, and postnatal clinics; laboratory investigations), community-based activities including outreach and home visits, supervisory visits to health facilities, dissemination of their findings to communities, the health facilities, and the university.	Rural	Medical school faculty and rural health facility staff

Multiple, short placements during the academic program	Haramaya University, Ethiopia	1st- to 5th-year students have a 3-week placement in community villages, while final-year students are attached in rural health centers for 8 weeks. Students conduct community diagnosis and intervention with the identification of community problem, setting of objectives and priorities, and plan of action for its implementation as well as monitoring and evaluation.	Rural	Medical school faculty
	Kilimanjaro Christian Medical Center (KCMC), Tanzania	1st- and 2nd-year students have one day per week for the entire year on rural CBE activities; 3rd-year students have a 10-week (7 in rural and 3 in urban hospitals) placement at district hospitals; 4th-year students have a 6-week rural placement at primary health care centers and community hospitals. Students are involved in lectures, demonstrations, and some field work. They are also required to perform clinical duties at primary health care centers and district and community hospitals. They also work with district health management officers (MOH employees) and learn about the administrative side of community-level health work.	Rural	Health facility staff and medical school faculty
	Makerere University, College of Health Sciences (MakCHS), Uganda	1st- to 4th-year students have 4-6 week multidisciplinary placements at district hospitals and health centers. The 4th-year placement is a family medicine and primary care clerkship. Students are involved in lectures, small-group work and seminars, clerkships of patients in clinical and laboratory attachments, outreach activities, community diagnosis, and health promotion and preventive activities to address problems identified.	Rural and urban	Health facility staff and medical school faculty
	Stellenbosch University, South Africa	3rd- to 6th-year students have 4-5 week placements at decentralized clinical placements. Students are involved in home visits to clients, community projects, and specially designed inter-professional education (IPE) activities. They also undergo an end-of-course assessment that includes an exam, a community project/report, and a detailed portfolio with write-ups of clinical exposures during the field placement.	Rural and urban	Health facility staff and medical school faculty
	University of Botswana	2-8 week placements, 1st- and 2nd-year students are under the Public Health Unit; they live and work in communities and visit households. 4th-year students carry out community research under the Public Health Unit. 5th-year students are placed at rural health facilities.	Rural and Urban	Medical school faculty
	University of Jos, Nigeria	Placements occur in 2nd, 5th, and 6th years at district hospitals. Clinical postings are divided into a 4-week posting at 5th week and an 8-week posting in the 6th year.	Rural	Health facility staff

		Additionally, students have specialty postings in obstetrics and gynecology and pediatrics in a community hospital for two weeks in the final year.		and medical school faculty
	University of Zambia	3rd- to 7th-year students have a 4-week placement. Students do a one-month CBE program consisting of a week of lecture, two weeks of field work, and one week of report writing and assessment. Students are required to have a field posting where they live and work in a community to conduct community diagnosis (community health survey, household survey, preparation of a family tree, as well as measuring blood pressure, anthropometry, and conducting basic lab investigations).	Rural and urban	Medical school faculty
	University of Zimbabwe	2nd-, 3rd-, and 5th-year students have 4-week placements at district and provincial hospitals. Students are engaged in meeting with community leaders, conducting field survey, clerking and attending patients at district hospitals, working with key personnel in the district medical team, conducting home visits to follow patients seen at hospitals, ward rounds in all departments of hospitals, assisting in the management as well as in the operation of patients and specialty clinics.	Rural and urban	Medical school faculty
Longitudinal	Stellenbosch University, South Africa	An elective yearlong clinical rotation at the Ukwanda Rural Clinical School in the final year	Rural	Health facility staff and medical school faculty